

education a much higher day-to-day priority. Teaching teachers has to be the mission of the entire university.

Our nation's colleges of education can no longer be quiet backwaters that get a mere mention in the annual report to university trustees. College administrators who complain about the high cost of remedial classes would do well to pay more attention to how they prepare teachers. Here several suggestions come to mind.

First, colleges of education should give basic skills tests to students entering teacher education programs prior to their acceptance and at the same time hold themselves more accountable for their graduates. This is why I endorse the thrust for accountability by Senator Bingaman and Representative George Miller.

Second, stronger links must be developed between our colleges of arts and sciences and colleges of education. Future teachers should major in the subject they want to teach, and that type of course work takes place in the colleges of arts and sciences.

Third, I urge teacher prep programs to put a much stronger focus on giving future teachers rigorous grounding in developing the skills they need to teach. It is harder than you think. Knowing your content is not enough. There is a skill and a craft to it all, and that is especially true when it comes to teaching reading. This is why I believe that every teacher who is seeking a certificate in elementary education should have solid preparation in reading.

One of the major aspects of the reading bill now up in the Congress is strong support for increased professional development for reading. I support this effort and ask the Congress to pass this needed legislation. We will never raise standards if we just stay with the status quo when it comes to improving literacy.

Fourth, colleges of education need to recognize that our special education and LEP populations are growing and deserve much more of their attention as they prepare teachers.

Finally, I urge colleges and universities to develop much stronger links with local schools. The El Paso school district, which we feature in our report "Promising Practices," has dramatically improved its test scores by working hand-in-hand with the University of Texas in El Paso to improve teacher education.

#### CHALLENGES TO STATE GOVERNMENT AND LOCAL SCHOOL DISTRICTS

State governments and local school districts have a powerful role to play in reshaping the teaching profession.

This is why I challenge every state to create a demanding but flexible certification process. Becoming a teacher should not be an endurance test that requires future teachers to overcome a bureaucratic maze of hoops and paperwork.

I believe a much stronger focus should be placed on assessing the knowledge and skills of future teachers however they got them. This is why I support rigorous alternative pathways to teaching which can be so helpful in recruiting mid-career professionals to the teaching profession.

I challenge every state to eliminate the practice of granting emergency licenses within the next five years. You cannot set standards and then immediately discard them when the need for another warm body arises. New York State has taken the lead in doing away with emergency licenses and other states should follow this good example.

At the same time, we cannot challenge high poverty schools to raise their standards and then shortchange them by doing nothing to help them recruit the best teachers. This

is why we are pushing the Congress to pass our strong teacher recruitment initiative. At the same time, our nation's urban areas have to do their part as well. Outdated hiring practices sometimes seem to be the reason that they are losing good candidates for teaching positions to suburban school districts.

State and local school districts must also end the practice of teaching "out of field." (Over 30 percent of all math teachers, for example, are now teaching out of field.) I believe that every teacher, at a minimum, should have a minor in the subject that they teach.

I cannot even begin to tell you how baffled foreign education ministers are who visit me when I explain our unusual habit of allowing teachers to teach "out of field."

#### INCENTIVES FOR VETERAN TEACHERS

As we seek to raise standards for our students, we need to work much harder at giving veteran teachers the opportunity to keep on learning. Current professional development courses with their emphasis on workshops that put a premium on "seat time" really need to become a thing of the past.

We are developing more and more evidence that school districts that invest in quality professional development for their teachers see positive results in the classroom. The good work of Tony Alvarado in District 2 in New York City, who made sure learning new skills was an everyday experience for his teachers is a wonderful national model.

We need other incentives as well. The current system of providing salary increases for credits earned seems flawed. There is often no connection between the credits earned by a teacher and what he or she actually teaches in the classroom. And, there is little incentive to encourage teachers to gain more knowledge or improve specific skills for their classrooms. Excellence, in a word, is not rewarded.

Only 14 states, for example, currently provide salary supplements to those teachers who set out to become master teachers through the National Board Certification process. As a result many of the best teachers leave the classroom to get a bigger paycheck as a school administrator.

This is why I ask states and local school districts to take a good look at a new and developing concept called "knowledge and skill-based pay." Put simply, teachers are paid extra for new skills and knowledge they acquire. Teachers under this system get rewarded for specific skills and knowledge that help a school reach its own established goals.

Now, a word about teacher salaries. As I have said many times before, we cannot expect to get good teachers on the cheap. Mary Beth Blegen, the national teacher of the year in 1996, was being paid a \$36,000 salary with 30 years of experience—a fraction of what she deserved—and what other professionals expect after years in service.

If we are going to entice more Americans to enter teaching we need to offer them fair and competitive salaries. And, if we are going to ask teachers to meet new and demanding standards we also need to pay them for their effort.

States like Connecticut and North Carolina have had the good sense to raise standards for teachers and raise salaries at the same time. The results in the classroom are promising. I believe every state would be wise to follow their good example.

If we really want to recruit and retain good teachers we need to let them teach in first class school buildings. What kind of message do we send our children and our teachers when we ask them to go to a run down school building just a mile down the road from an immaculate prison? President

Clinton has proposed a very strong school construction initiative. Congress needs to get off the dime and pass it.

In this speech, I have challenged many different groups to come forward and join a national partnership for excellence in teaching. It seems appropriate to end my remarks by taking a moment to talk to America's teachers. You are the heart and soul of the renaissance of American education. As I travel throughout the country, I have the opportunity to meet many of you. Each time I am struck by how important, yet how difficult, your job is.

As teachers, you are being asked to know more and do more than ever before. Please continue your good work and go out of your way to recruit new teachers. Let others know the joy you get from teaching. Help the struggling teacher to improve—and help to counsel out of the profession those who cannot. And make the effort to measure yourselves against the best.

I end now with a quote from an old friend of mine from South Carolina, the writer Pat Conroy. This quote is from his novel "Prince of Tides." In this passage, Tom, a teacher who is the main character of the book is asked why he chose to "sell himself short" when he was so talented and could have done anything in his life.

Tom's reply goes like this, "There's no word in the language that I revere more than 'teacher.'" None. "My heart sings" he says, "when a kid refers to me as his teacher and it always has. I've honored myself and the entire family of man by becoming a teacher."

With that I thank all teachers on behalf of the American people. Thank you.

#### CHILD CUSTODY PROTECTION ACT

Mr. GRAMS. Madam President, I rise today in support of the Child Custody Protection Act. Nearly half the States have adopted laws which require some kind of parental involvement in their minor daughter's decision to have an abortion. Increasingly, these laws are being undermined by adults who take a pregnant girl across State lines for a secret abortion.

The Child Custody Protection Act will make it a Federal offense for someone, other than the minor girl's parent, to transport her knowingly across State lines in order to usurp her home State's abortion parental notification or consent laws. It does not impose any new parental notification or consent requirements on any State. It merely prevents the undermining of parental involvement laws in States that have them.

The Child Custody Protection Act is a parental rights bill. It prevents the circumvention of State laws, a policy all of us should support. It protects our daughters against manipulation and abuse. I urge the support of this legislation by all of my colleagues.

#### PARTIAL BIRTH ABORTION BAN

Mr. GRAMS. Madam President, I rise today to express my deep disappointment over the Senate's failure to override the President's veto of legislation which would ban the inhumane procedure known as partial-birth abortion.

A majority of the Congress agrees that the partial-birth abortion ban is

not about the politics of pro-life and pro-choice. It is legislation that addresses a far more fundamental issue—our intolerance, as a civilized community, to allow this unparalleled cruelty to continue.

I thank Senator SANTORUM for his heartfelt dedication and determination to making this issue a priority for the Senate this session. His sincere, passionate speeches delivered during floor debate spoke directly to the hearts of his colleagues and to the American people.

This is the second time the Senate has voted on an override of a Clinton veto of a prohibition on partial-birth abortion. The will of both Houses of Congress, and of the American people is clear. I am dedicated to passing the partial-birth abortion ban, as I know are most of my colleagues in the Senate. We will continue this fight until we have succeeded, and I urge the Senate leadership to make the ban on partial-birth abortions the first piece of legislation we take up in the 106th Congress.

#### MESSAGES FROM THE HOUSE RECEIVED DURING ADJOURNMENT

##### ENROLLED JOINT RESOLUTION SIGNED

Under the authority of the order of the Senate of January 7, 1997, the Secretary of the Senate, on September 18, 1998, during the adjournment of the Senate, received a message from the House of Representatives announcing that the Speaker has signed the following enrolled joint resolution:

H.J. Res. 128. Joint resolution making continuing appropriations for the fiscal year 1999, and for other purposes.

Under the authority of the order of the Senate of January 7, 1997, the enrolled joint resolution was signed by the President pro tempore (Mr. THURMOND) on September 21, 1998.

#### REPORTS OF COMMITTEES

The following reports of committees were submitted:

By Mr. THOMPSON, from the Committee on Governmental Affairs, with an amendment in the nature of a substitute and an amendment to the title:

H.R. 2675: A bill to require that the Office of Personnel Management submit proposed legislation under which group universal life insurance and group variable universal life insurance would be available under chapter 87 of title 5, United States Code, and for other purposes (Rept. No. 105-337).

By Mr. MURKOWSKI, from the Committee on Energy and Natural Resources:

Report to accompany the bill (H.R. 2493) to establish a mechanism by which the Secretary of Agriculture and the Secretary of the Interior can provide for uniform management of livestock grazing on Federal lands (Rept. No. 105-338).

By Mr. SPECTER, from the Committee on Veterans' Affairs, with an amendment in the nature of a substitute and an amendment to the title:

S. 730: A bill to make retroactive the entitlement of certain Medal of Honor recipients to the special pension provided for persons

entered and recorded on the Army, Navy, Air Force, and Coast Guard Medal of Honor Roll (Rept. No. 105-339).

By Mr. SPECTER, from the Committee on Veterans' Affairs, with an amendment in the nature of a substitute:

S. 1021: A bill to amend title 5, United States Code, to provide that consideration may not be denied to preference eligibles applying for certain positions in the competitive service, and for other purposes (Rept. No. 105-340).

By Mr. SPECTER, from the Committee on Veterans' Affairs, with an amendment:

S. 2273: A bill to increase, effective as of December 1, 1998, the rates of disability compensation for veterans with service-connected disabilities, and the rates of dependency and indemnity compensation for survivors of certain service-connected disabled veterans, and for other purposes (Rept. No. 105-341).

#### INTRODUCTION OF BILLS AND JOINT RESOLUTIONS

The following bills and joint resolutions were introduced, read the first and second time by unanimous consent, and referred as indicated:

By Mr. BREAUX (for himself, Mr. MACK, and Mr. FAIRCLOTH):

S. 2502. A bill to amend title 17, United States Code, to provide for protection of certain original designs; to the Committee on the Judiciary.

By Mr. DOMENICI:

S. 2503. A bill to establish a Presidential Commission to determine the validity of certain land claims arising out of the Treaty of Guadalupe-Hidalgo of 1848 involving the descendants of persons who were Mexican citizens at the time of the Treaty; to the Committee on Energy and Natural Resources.

By Mr. DASCHLE (for Mrs. BOXER):

S. 2504. A bill to authorize the construction of temperature control devices at Folsom Dam, California; to the Committee on Energy and Natural Resources.

By Mr. CRAIG (for himself and Mr. KEMPTHORNE):

S. 2505. A bill to direct the Secretary of the Interior to convey title to the Tunnison Lab Hagerman Field Station in Gooding County, Idaho, to the University of Idaho; to the Committee on Environment and Public Works.

By Mr. GRASSLEY (for himself, Mr. KYL, and Mr. HATCH):

S.J. Res. 56. A joint resolution expressing the sense of Congress in support of the existing Federal legal process for determining the safety and efficacy of drugs, including marijuana and other Schedule I drugs, for medicinal use; read the first time.

By Mr. KYL (for Mr. GRASSLEY (for himself, Mr. KYL, and Mr. HATCH)):

S.J. Res. 57. A joint resolution expressing the sense of Congress in support of the existing Federal legal process for determining the safety and efficacy of drugs, including marijuana and other Schedule I drugs, for medicinal use; to the Committee on Labor and Human Resources.

#### STATEMENT ON INTRODUCED BILLS AND JOINT RESOLUTIONS

By Mr. BREAUX (for himself, Mr. MACK, and Mr. FAIRCLOTH):

S. 2502. A bill to amend title 17, United States Code, to provide for protection of certain original designs; to the Committee on the Judiciary.

#### THE VESSEL HULL DESIGN PROTECTION ACT OF 1998

• Mr. BREAUX. Mr. President, today I introduce a bill cosponsored by Senators MACK and FAIRCLOTH entitled the Vessel Hull Design Protection Act of 1998. This bill will attempt to stop a very troubling problem facing America's marine manufacturers—the unauthorized copying of boat hull designs. Such piracy threatens the integrity of the United States marine manufacturing industry and the safety of American boaters.

A boat manufacturer invests significant resources in creating a safe, structurally sound, high performance boat hull design from which a line of vessels can be manufactured. Standard practice calls for manufacturing engineers to create a hull model, or "plug", from which they cast a "mold". This mold is then used for mass production of boat hulls. Unfortunately, those intent on pirating such a design can simply use a finished boat hull to develop their own mold. This copied mold can then be used to manufacture boat hulls identical in appearance to the original line, and at a cost well below that incurred by the original designer.

This so-called "hull splashing" is a significant problem for consumers, manufacturers, and boat design firms. American consumers are defrauded in the sense that they do not benefit from the many aspects of the original hull design that contribute to its structural integrity and safety, and they are not aware that the boat they have purchased has been copied from an existing design. Moreover, if original manufacturers are undersold by these copies, they may no longer be willing to invest in new, innovative boat designs—boat designs that could provide safer, less expensive, quality watercraft for consumers.

In the past, a number of States have enacted anti-boat-hull-copying, or "plug mold", statutes to address the problem of hull splashing. These States include my State of Louisiana, as well as Alabama, California, Florida, Indiana, Kansas, Maryland, Mississippi, Missouri, Tennessee, and Wisconsin. However, a decision by the U.S. Supreme Court in *Bonito Boats v. Thundercraft Boats, Inc.*, 489 U.S. 141 (1989), invalidated these State statutes on the basis that they infringed on the federal government's exclusive jurisdiction over the protection of intellectual property. In essence, the Supreme Court held that vessel hull design protection may be a legitimate goal, but it is Congress' job to provide it, not the States. The legislation we are introducing today is designed to do that job.

Such initiatives as this one are not new to Congress. In 1984, Congress acted to protect the unique nature of design work when it passed the Semiconductor Chip Protection Act. This act was designed to protect the mask works of semiconductor chips, which are essentially the molds from which